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Ce guide s'adresse aux gestionnaires des services de l'éducation des adultes et aux formateurs en anglais, langue seconde. Il permet de sélectionner une ou des méthodes d'enseignement adaptées aux besoins de clientèles particulières. Chaque méthode comporte des renseignements relatifs à l'approche pédagogique, au matériel, à la démarche pédagogique, à la clientèle visée, à l'équipement requis, aux conditions d'utilisation, aux exigences de formation du formateur, aux coûts et aux lieux où l'on peut se procurer le matériel et à l'adaptabilité aux diverses clientèles.

Type de document:

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DIRECTION GENERALE DE L'EDUCATION DES ADULTES
MINISTERE DE L'EDUCATION

OVERVIEW OF ENGLISH SECOND LANGUAGE TEACHING METHODS

OCTOBER, 1981

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FOREWORD

La Direction générale de l'éducation des adultes du ministère de l'Education is pleased to present Teaching Methods. This document applies to the English second language administrators and teachers. You can also obtain a document on the French second language methods entitled Guide des méthodes d'enseignement du français langue seconde. Both documents have the same structure. Each method includes information relating to the pedagogical approach, the material, the pedagogical process, the intended clientele, the conditions for giving the course, the training requirements, the costs and the suppliers, and the courses for a varied clientele.

We particularly wish to thank Mrs. Theresa Arbour Brosseau who coordinated the project as well as Mrs. Jocelyne Bergeron who was referred to as a resource person.

We owe to Mrs. Nicole Lavergne and Mrs. Suzanne Robitaille the overall success of the project. They have been efficient leaders, available at all times.

We cannot but mention the authors: Mrs. Nicole Lavergne, Mrs. Suzanne Robitaille, Mrs. Nicole Lamothe Arbour and Messrs. Régent Fortier, Toby Earp and Odas White who made the publication of this document possible.

If you are interested, you can obtain copies of this document by contacting:

Direction générale de
L'Education des adultes
Edifice "G", 21e étage
1035, De la Chevrotière
Québec, QC
G1R 5A5

Janine Coutu

Janine Coutu
Responsable du dossier
des langues secondes
Direction générale de
l'Education des adultes

This project was completed in collaboration wih the

LAKESHORE/BALDWIN-CARTIER

Adult Education Services

A U T H O R S :

Nicole Lamothe-Arbour: - Contact Canada
New Horizons

Toby Earp: - In Touch - A beginning
American - Enghish series

- Mainline - beginners A & B

Odas White: - Lado

- Module

C O O R D I N A T O R S :

Nicole Lavergne

Suzanne Robitaille

C O N S U L T A N T :

Jocelyne Bergeron

P R O J E C T D I R E C T O R :

Theresa Arbour Brosseau

P R O J E C T R E S P O N S A B L E :

Janine Coutu

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INTRODUCTION

This guide was prepared in order to assist coordinators and teachers in their selection of English second language methods. It is hoped that this document will better prepare the Adult Education divisions of Quebec to address the needs of their respective student clientèles.

The methods are presented systematically under the following headings:

* Approach - This first heading establishes a link between the "method" and the "approach" from which it is derived. A method consists of a set of pedagogical materials for teaching the language, whereas an approach is defined as an orientation, a current, a group of principles which form a frame of reference for the various methodologies.
* Description of Materials
* Pedagogy - description of the pedagogical process involved
* Clientèle - brief description of clientèle for which the method was designed
* Equipment

* Special Conditions

* Teacher Training

* Availability and cost - It is understood that these are subject to change.

* Flexibility - a commentary on the possibilities of adapting the method to address a variety of student needs

CONTACT CANADA

Stewart Beaty, Vera McClay

Howard Wood, Terry McCoy

Bill Tremaine, Percy Mootoo

Government of Canada, Ottawa, 1969

1. THE APPROACH

Contact Canada is an audio-lingual method modified to take into account the influence of the cognitive approach. The sequencing in the lower level is consistent with the audio-lingual approach, in which practice is given to simple patterns before proceeding to more complex ones. It relies on having students listen to, repeat and produce a given structure. Presentation of some vocabulary items is consistent with the premise that students have a latent knowledge of English. Classwork is supplemented with manipulative language laboratory exercises of the substitution, transformation, and question and answer type (student workbooks provide students with a record of what has been studied).

At a more advanced level the approach is eclectic. The dominating organizational principles are student interest and student need. The material is no longer rigidly structured but designed to encourage free conversation through Role Playing, and to develop listening skills through systematic exercises.

2. DESCRIPTION OF THE MATERIAL

Contact Canada Student Workbook

The main purpose of the Workbook is to give the student a record of what has been studied in class. It contains drills, dialogues, reading and comprehension passages previously covered in class, projectual pictures and writing exercises related to the classroom material. It is largely up to the students to use the workbook according to their individual needs.

Contact Canada Teacher's Manual

The Teacher's Manual makes available a range of drills, related to suitable visuals, which can be used selectively by the teacher, according to an estimate of the needs of each group. By providing nore material than the average group could require, the teacher's manual enables the teacher to vary pace and exercises.

Level I (beginning)

Units 1-10: it is, that is, this is and corresponding questions who, what where, whose, how old
people - professions
comparatives
possessives

Units 11-20: present habitual, present progressive
future going to
count, uncountable nouns
how, when, how often, why

Units 21-25: simple past of regular and irregular verbs
can
weight - height
verbs related to the senses (feel, seem, ...)
how long - how much

Level II (intermediate)

Units 26-30:	simple past contrasted with past progressive
	simple present conditions
	modals (would, should...)
Units 31-35:	present perfect and present perfect progressive
	gerunds
Units 36-40:	conditionals, I wish statements
	so ... that, such... that
	in spite of, because of
Units 41-45:	gerunds as subjects
	idiomatic expressions
Units 46-50:	conditionals
	future perfect tense

Level III (intermediate/advanced)

Reported speech: A study of the differerent aspects of reported speech and accompanying exercises.

Citizen Harold

What on Earth

Hot stuff

Blake: (Booklet) A case study based on the film. Each booklet includes the script of the film, a vocabulary study, questions for discussion, exercises on verb tenses, suggested role playing, and written exercises.

Role Playing: 136 suggestions for daily role-playing.

Getting to Know You: A series of exercises designed to help students get to know their group and function optimally with a minimum of delay.

Parapsychology: The series comprises six modules, each devoted to one or more aspects of parapsychology. The emphasis throughout the series is on listening, oral production, and student activity and leadership. The suggested methodology puts most of the responsibility for production on the students.

The Gerund: A variety of presentations, drills, meaningful games and contextualizations to cover the four language skills.

Multi-Level Materials

Gambits provides practice of about 300 conversational expressions in a large number of everyday situations.

The Sound Production series explains and practices parts of the phonological system of English with special reference to interference.

What do you do? and Has/Had are practice booklets for use with two animated films (made by the Canadian National Film Board) which illustrate the differences in meaning between pairs of major English tenses.

The series Avoiding Traps focusses on grammatical interferences encountered by French speakers learning English; it uses translations freely.

The Canadian English series (texts and tapes) practices listening, reading, and discussion in advanced classes, using descriptions of the social, geographical, and historical dimensions of English in Canada.

Idioms is an individualized course which practices important idioms in context.

Telephone Gambits practices expressions commonly used on the telephone. The various booklets accompanying films (some silent) suggest ways that film can be used in conversation practice.

The numerous audio-visual aids (charts, projectuals, games, etc.) aid conversation, vocabulary building, and the practice of structures.

Progress tests are intended for use in the classroom to help students pace their learning. These quizzes can also be used independently of the core program.

3. **Pedagogy**

1) Teacher presentation of the given structure
2) Choral repetition
3) Individual repetition
4) Reproduction

Each unit is introduced orally by the teacher, who either reads a text or plays a tape. The text is related to appropriate visuals. After listening to the presentation, students practice repeating in chorus. Oral drills are then practiced with students asking and answering questions and giving and receiving information. Follow-up or reinforcement exercises are provided for use in the laboratory and/or student workbook exercises.

4. **Clientele**

Contact Canada was developed to respond to the needs of francophone public servants.

5. **Equipment**

1) Language laboratory (optional)
2) Overhead projector
3) Tape recorder
4) VTR
5) Projector
6) Screen

6 **Special conditions**

1) regular classrooms
2) the total core program can be completed in approximately six months, based on daily six-hour sessions, five days per week.
3) 10-16 students per group.

7. **Teacher training**

Teachers need to be initiated to teaching techniques and use of materials.

Information session:

Valerie Bergeron

Office of the Secretary of State

Promotion of Official Languages

Eleventh Floor

Ottawa, Ontario

KIA 0M5

Tel 994-1966

8. **Cost and availability**

Contact Canada materials may be purchased by writing to:

Canadian Government Publishing Centre

Supply and Services Canada

Hull, Quebec

K1A 0S9

Attn: Mr. Jean Cadieux

LEVEL ONE

(Beginning)

Projectual Picture Book	$ 7.35
Teacher's Manual, Units 1-10	9.20
Teacher's Manual, Units 11-20	11.10
Teacher's Manual, Units 21-25	5.60
Lab Texts, Units 1-25	17.25
Student's Workbook, Units 1-10	6.90
Student's Workbook, Units 11-20	12.95
Student's Workbook, Units 21-25	6.05

CLASSROOM CASSETTES

Classroom Recording, Units 1-5 (C-30)	2.75
Classroom Recording, Units 6-9 (C-30)	2.75
Classroom Recording, Units 10-14 (C-30)	2.75
Classroom Recording, Units 15-20 (C-70)	4.05
Classroom Recording, Units 21-25 (C-60)	3.30

LAB CASSETTES

Lab Recording, Units 1-2 (C-60)	3.30
Lab Recording, Units 3-5 (C-90)	4.35
Lab Recording, Units 6-7 (C-70)	4.05
Lab Recording, Units 8-9 (C-90)	4.35
Lab Recording, Units 10-11 (C-70)	4.05
Lab Recording, Units 12-13 (C-60)	3.30
Lab Recording, Units 14-15 (C-60)	3.30
Lab Recording, Units 16-17 (C-60)	3.30
Lab Recording, Units 18-19 (C-60)	3.30
Lab Recording, Units 20-21 (C-60)	3.30
Lab Recording, Units 22-23 (C-60)	3.30
Lab Recording, Units 24-25 (C-70)	4.05

PROJECTUAL SET FOR LEVELS 1 AND 2

Complete set only (110 transparencies)	325.00

CENTRE DE DOCUMENTATION
CREP

LEVEL TWO

(Intermediate)

BOOKS

Teacher's Manual, Units 26-30	8.80
Teacher's Manual, Units 31-35	7.65
Teacher's Manual, Units 36-40	6.65
Teacher's Manual, Units 41-45	18.55
Teacher's Manual, Units 46-50	18.15
Teacher's Lab Manual, Units 26-30	15.95
Teacher's Lab Manual, Units 31-35	10.20
Teacher's Lab Manual, Units 36-40	10.80
Teacher's Lab Manual, Units 41-45	14.40
Teacher's Lab Manual, Units 46-50	10.50
Student's Workbook, Units 26-30	10.95
Student's Workbook, Units 31-35	7.90
Student's Workbook, Units 36-40	13.55
Student's Workbook, Units 41-45	14.95
Student's Workbook, Units 46-50	19.70
Student's Lab Manual, Units 26-30	5.20
Student's Lab Manual, Units 31-35	3.05
Student's Lab Manual, Units 36-40	3.75
Student's Lab Manual, Units 41-45	6.65
Student's Lab Manual, Units 46-50	8.80

CLASSROOM CASSETTES

Classroom Recording, Units 26-31 (C-70)	4.05
Classroom Recording, Units 32-35 (C-60)	3.30
Classroom Recording, Units 36-39 (C-60)	3.30
Classroom Recording, Units 40-42 (C-70)	4.05
Classroom Recording, Units 43-44 (C-60)	3.30
Classroom Recording, Units 45-46 (C-70)	4.05
Classroom Recording, Units 47-48 (C-60)	3.30
Classroom Recording, Units 49-50 (C-70)	4.05

LAB CASSETTES

Lab Recording, Unit 26A, Drills 1-20 (C-90)	4.35
Lab Recording, Unit 26B, Drills 21-30 (C-60)	3.30
Lab Recording, Unit 27, Drills 1-23 (C-90)	4.35
Lab Recording, Unit 28, Drills 1-21 (C-90)	4.35
Lab Recording, Unit 29A, Drills 1-20 (C-90)	4.35
Lab Recording, Unit 29B, Drills 21-30 (C-90)	4.35
Lab Recording, Unit 30, Drills 1-16 (C-90)	4.35
Lab Recording, Unit 31, Drills 1-20 (C-90)	4.35
Lab Recording, Unit 32, Drills 1-18 (C-70)	4.05

LEVEL THREE

(Intermediate/Advanced)

BOOKS

(E-300) A Course Plan (Teacher's Booklet)	$ 2.05
(E-352) Reported Speech	6.65

(E-362) "Citizen Harold" (Booklet)[1]	1.30
(E-363) "What on heart" (Booklet)[1]	1.30
(E-364) "Hot Stuff" (Booklet)[1]	2.75
(E-365) "Blake" (Booklet)[1]	1.45
(E-367) Role-Playing	2.90
(E-368) Getting to Know You	1.15
(E-391) PARAPSYCHOLOGY - "BAckster Effect on Plants"	2.60
(E-392) PARAPSYCHOLOGY - "Biofeedback"	2.60
(E-393) PARAPSYCHOLOGY - "Telepathy and Psychokinesis"	2.60
(E-394) PARAPSYCHOLOGY - "The Pyramid and Dowsing"	3.05
(E-395) PARAPSYCHOLOGY - "Kirlian Photography, Auras and Acupuncture"	2.60
(E-396) PARAPSYCHOLOGY - "Psychic Healing"	2.60
(E-397) Teacher, PARAPSYCHOLOGY - "Handbook"	2.60
(1974-1E) The Gerund	9.35

MULTI-LEVEL MATERIALS

BOOKS AND CASSETTES

Gambits: Openers	2.75
Gambits: Links	2.75
Gambits: Responders, Closers and Inventory	2.75
Rhythm and Unstress	1.75
Syllable Stress and Unstress	3.75
Intonation	3.60

Sound Production: th	2.00
Sound Production: h	1.60
Canadian Vowels	*
What Do You Do?/What Are You Doing? (booklet)[1]	2.90
Has/Had (Booklet)[1]	2.75
Avoiding Traps in English	2.50
Avoiding Article Traps	2.45
Talking About Canadian English	*
Talking About Canadian English (Cassette)	*
The Ancestry of Canadian English	5.30
The Ancestry of Canadian English (Cassette) (C-70)	4.05
Idioms 1	3.75
Idioms 1 (Cassete) (C-70)	4.05
Three Films Without Words (ooklet)	1.45
The Heat Wave Lasted 4 Days - Teacher's Manual (Booklet)[1]	7.35
The Heat Wave Lasted 4 Days - Student's Manual (Booklet)[1]	2.90
Action Chart Kit	15.10
Vocabulary Card Games: Male/Female Adults/Infant	6.35
Telephone Gambits	2.75

[1] accompanying film available from nearest National Film Board of Canada Office.

Head Office: 150 Kent Street
Ottawa, Canada K1A 0M9

Tél: (613) 992-5380

* Titles without prices are not yet available

9 Flexibility

1) Contact Canada can be adapted to different clienteles.

2) Contact Canada materials can be purchased on a per item basis if so desired.

3) Contact Canada is flexible enough to allow for only partial use of the material and/or for uses other than those suggested.

LADO ENGLISH SERIES (REVISED EDITION)

Robert Lado
with the collaboration of Robert Tremblay

Centre Educatif et Culturel
Montreal, 1977

THE APPROACH

The Lado English Series (Revised edition) is a structured approach to the teaching of English as a second language, with emphasis on the use of audio-visual aids. Language elements are presented in illustrated dialogues, which are supposed to be memorized. From these situational dialogues, structural elements are isolated for further practice. Each succeeding dialogue presents still other structural elements. Manipulation of those elements takes the form of memorization, repetition, imitation, and systematic drills to enhance the students' ability to become more fluent with the structure that has been isolated. Students thus acquire gradually the structural elements of the language, simple structures being followed by more complex ones. Grammar is presented after the structures have been used in such a way as to help students recognize and formulate the rule in question. No recourse is made to the students' native language. Reading and writing exercises are included from the beginning, but emphasis is on the oral production of the language. Pronunciation exercises isolate individual sounds for practice both in individual words as well as in logical contexts. Although many of the sounds isolated for practice present no difficulty for francophones, those sounds that do are also treated.

DESCRIPTION OF THE MATERIAL

For each level, the series includes the following material:

Student's Book
Student's Workbook
Teacher's Guide for the Student's Book
Teacher's Guide for the Student's Workbook
Tapes
Slides / Filmstrips (Levels 1, 2, 3 only)

The Student's Book is the basic text for classroom use. It includes dialogues, drills, grammar, and practice exercises, as well as Reading and Pronunciation sections.

The Student's Workbook contains writing exercises, for either classroom work or homework, as well as Listen comprehension exercises and additional reading passages.

The Teacher's Guide for the student's book is bilingual. It begins with an Introduction to the revised edition which includes notes on methodology and "Suggestions for teaching a typical unit", giving a suggested approach to each section within a unit. The guide itself reproduces the student's text in a smaller format and gives further suggestions for teaching every page, including suggestions for games and activities. These suggestions are in both French and English for Books 1, 2, and 3, but thereafter in English only.

The Teacher's Guide for the student's workbook includes (where possible) answers to the student's exercises, as well as texts for the Listen section.

The Tapes are available either reel to reel or as cassettes. These tapes contain recordings of all the exercises found in the student's book except the Study and Think sections. The Read section from the student's book is also included, as well as the Listen exercises from the student's Workbook.

The Slides / Filmstrips reproduce the pictures used for illustrating the Dialogue of each unit, plus an additional slide to introduce the situation of the Dialogue.

PEDAGOGY

A typical unit begins with a Conversation which is to be memorized. It is here that new structures are first presented in context. The students first look at the pictures and listen several times, then repeat lines of the Conversation. Two techniques, the "Vanishing Technique" and "Mimicry-Memorization" are techniques suggested in the Introduction to accomplish memorization. At this point attention is given to comprehension, pronunciation, and stress, rhythm, and intonation.

The conversation is followed by a section called Adaptation, a re-utilization of elements previously memorized and now used in very short dialogues. This section provides an opportunity for the student to be made aware that the structure in question may be used in situations other than the initial one of Conversation.

Study is a section devoted to recognizing the grammatical rules behind the structures previously memorized. The number of Study sections per unit varies, but that section is always followed by a corresponding Practice section.

Following each Study section immediately, Practice sections offer drills to reinforce the particular rule under study. Some but not all Practice exercises are done with pictures, while others use verbal or written cues.

Speak is a section based on conversations similar to but not the same as the introductory Conversation. The goal in Speak is not for students to memorize given dialogues, but to become familiar with them and, using similar structures, to create their own original conversations.

Read sections reinforce material previously covered orally as well as initiate students to reading as an ability. As of Book 4, reading becomes a goal in itself.

Think sections employ pictures about which students are encouraged to express their own ideas, solutions, or thoughts.

Each unit in Books 1, 2, and 3 ends with Pronounce. Pronounce isolates and deals with sounds individually, and where reasonable opposes them to similar sounds. Facial diagrams are included to show positions of the mouth in uttering the different sounds.

Corresponding material is found in the student's Workbook. Writing exercises reinforce material previously studied, and as early as Book 2 a section entitled Controlled Composition is introduced. Listen sections are found in the Workbook as well. These are exercises designed to improve aural comprehension. Additional Read sections are also included.

Books for the higher levels (4 and 5) are modified to include sections on Vocabulary and Vocabulary Expansion and Practice, and the Think and Speak sections are combined. Workbooks at level 4 have seven sections: Write, Listen, Read, Word Game, Spell, Vocabulary Expansion, and Controlled Composition. In Workbook 5, the Listen section is eliminated.

CLIENTELE

Although not originally conceived as being specifically for Canadian francophones, the Revised Edition of Lado was undertaken after years of formal and informal consultation with teachers in Quebec. The cultural context presented is basically North American. The age range for whom it is intended is given as "adolescents and adults". The series consists of five levels, with a sixth level available only in the American edition.

EQUIPMENT

The equipment required for use of Lado is the basic tape recorder and a slide or filmstrip projector. The tapes are available either reel to reel or as cassettes. The pictures reproduced are recorded on both filmstrips and slides, so either may be used.

SPECIAL CONDITIONS

Other than a classroom, no special material conditions must be met for the use of the Lado English Series. The number of students per class and the frequency of classes will depend on the specific situations of each school board.

TEACHER TRAINING

Teachers using the Lado method should know how to use and operate with ease the tape recorder and a slide or filmstrip projector. Some practice is required to become adept at coordinating the messages on tape with the pictures projected, but such practice is usually acquired quickly and easily.

Teachers who have not taught English as a second language previously, and often those who have, would benefit from an in-service training session introducing them to the basic approach of Lado. For several years such "stages" have been given in the summer by the Centre Educatif et Culturel. Inquiries concerning workshops should be directed to Ms. Leena Sandblom at the CEC.

Experienced language teachers and those who have taught the old edition of the Lado English Series should encounter no difficulties in working with the new edition. The introductions in each accompanying teacher's guide present a basic methodology for teaching all of the units. This overview suggests a basic approach to each section within a unit. The teacher's book also gives detailed instructions, in French and in English for the first three levels, for every section of each unit, as well as suggestions for other activities such as games.

AVAILABILITY AND COST

The Lado English Series (New Edition) is available from:

Centre Educatif et Culturel
8101, boul. Métropolitain
Montréal, P.Q.
H1J 1J9

Tel: (514) 351-6010

The following prices are in effect as of September 1981:

Book 1	5.95$
Workbook 1	3.75
Teacher's Guide 1	13.00
Workbook, Teacher's Guide	7.25
Tapes: reel to reel or cassette	190.00
Filmstrip	130.00
Slides	145.00
Book 2	6.25
Workbook 2	3.95
Teacher's Guide 2	14.00
Workbook 2, Teacher's Guide	7.25
Tapes: reel to reel or cassette	190.00
Filmstrip 2	130.00
Slides 2	145.00
Book 3	6.25
Workbook 3	3.95
Teacher's Guide 3	14.00
Workbook 3, Teacher's Guide	7.25
Tapes: reel to reel or cassette	190.00
Filmstrip 3	130.00
Slides 3	145.00

Book 4	6.25$
Workbook 4	3.95
Teacher's Guide 4	14.00
Workbook 4, Teacher's Guide	7.25
Tapes: reel to reel or cassette	190.00

Book 5	6.25
Workbook 5	3.95
Teacher's Guide 5	11.00
Workbook 5, Teacher's Guide	7.25
Tapes: reel to reel or cassette	190.00

American Edition only for Level 6:

Book 6	4.90
Workbook 6	2.85
Teacher's Guide 6	6.45
Cassettes	104.00

FLEXIBILITY

Although not specifically written for Canadian francophones, Lado has nevertheless been in use in Canada for many years. The new edition, even though it is not strictly Canadian in context, is much better suited to Canadian classrooms than was the old edition. Canadian as well as American place names are used, for example. Pronunciation exercises are not based on an analysis of French, but those sounds francophones have difficulty with are treated. Drills could easily be modified or expanded to meet the particular interests of a particular class.

For pedagogical reasons it is desirable to use the tapes and slides in conjunction with the books. However, where tapes and slides are not available, the student's Book and Workbook may still be used as a basis for classroom work. All material found on tapes is reproduced in the Teacher's Guides. The slides, with the exception of one per unit, are reproduced from pictures in the Conversation sections of the student's Book. As stated above, for pedagogical reasons it is always desirable to use the tapes and slides in conjunction with the books, but the series could be used effectively without them.

NEW HORIZONS IN ENGLISH

Addison-Wesley Publishing Company

Reading, Massachussets

1. **The approach**

1) The material for each unit is centered around a general theme

2) It makes use of audio and visual techniques

3) It works on a listen/understand then repeat/respond basis

4) It place less emphasis on mechanization than other approaches

5) A language laboratory is not essential although it may be used

6) It makes limited recourse to translation

7) Grammar rules are of secondary importance, especially at the beginning of the study.

8) It emphasizes the oral usage of language over written usage

2. **Description of the material**

Teachers' Guide

The purpose of the guide is to suggest ways to vary usual teaching procedures in order to teach as effectively and economically as possible. There is, however, a standard pattern in the guide for teaching each unit.

The New Horizons in English Picture Show

Twenty-four cards designed to help teachers introduce and review textual material from Student Books 1 and 2. Approximately 31 cm x 41 cm (12 inches x 16 inches), the Picture Cards feature artwork related to the texts. Using the easy-to-follow teaching strategies which appear on the back of each card, teachers give students the maximum opportunity for oral practice.

The Student Workbook

It includes controlled as well as "free" or individualized exercises, meaningful dialogues and readings, pronunciation practice and tests which have been designed for independent study and self-evaluation.

Book 1: Student Edition

Teachers' Resource Book

Workbook 1

Cassette album 1

Book 2: Student Edition

Teachers' Resource Book

Workbook 2

Cassette Album 2

Guidelines for Testing (1 and 2)

Book 3: Student Edition

Teachers' Resource Book

Workbook 3

Cassette Album 3

Book 4: Student Edition

Teachers' Resource Book

Workbook 4

Cassette Album 4

Guidelines for Testing (3 and 4)

Book 5: Student Edition

Teachers' Resource Book

Workbook 5

Cassette Album 5

Book 6: Student Edition

Teachers's Resource Book

Woorkbook 6

Cassette Album 6

Guidelines For Testing (5 and 6)

New Horizons in English Picture Show

(for levels 1 and 2)

Book 1

PERSONAL IDENTIFICATION/RELATIONS WITH OTHERS

names . ages . nationalities . occupations . appearances . preferences . where people/things are . informal/formal greetings . introductions . permission/apologies/obligations

HOUSE AND HOME

possessions . rooms . furniture . location . activities . family relationships . addresses

EDUCATION/JOBS/BUSINESS

occupations

FREE TIME/SPORTS/ENTERTAINMENT

sports . games . musical instruments

TRAVEL/TRANSPORTATION

vacations . places to go

SERVICES/HEALTH AND WELFARE

parts of the body

CONSUMER ITEMS/SHOPPING

clothing . food . drink . color/cost of clothing . buying/pricing food-stuffs.

PLACES/COUNTRIES

places in a community . cities . destinations

TIME/WEATHER

time . days . months . seasons . weather expressions

Book 2

PERSONAL IDENTIFICATION/RELATIONS WITH OTHERS

births . deaths . time lived . lifestyles/habits . wedding/party invitation . birth announcements . social calendars/parties . possessions . appearance

HOUSE AND HOME

daily routines . household chores . pets . rooms . furniture . possessions

EDUCATION/JOBS/BUSINESS

occupations . work activities

FREE TIME/SPORTS/ENTERTAINMENT

hobbies . sports . games

TRAVEL/TRANSPORTATION

kinds of transportation . vacations/pl nning a trip

SERVICES/HEALTH AND WELFARE

exercizing/staying in shape

CONSUMER ITEMS/SHOPPING

clothing . foodstuffs . preferences . prices

PLACES/COUNTRIES

places in a community . cities and countries . compass directions . geographical locations

TIME/WEATHER

time/weather expressions . days . months . seasons . monthly appointments calendars.

HISTORICAL EVENTS

"The Apollo 15 Flight to the Moon"

Book 3

PERSONAL IDENTIFICATION/RELATIONS WITH OTHERS

appearance . personal ID's . obligations . abilities . telephone calls/messages . letters

HOUSE AND HOME

kinds of housing/household goods . expenses/prices of goods . daily routines/chores/moving

EDUCATION/JOBS BUSINESS

job interviews . job satisfaction/dissatisfaction . work activities . "Dream jobs"

FREE TIME/SPORTS/ENTERTAINMENT

reading material . photography (and student-generated topics) . sports . games . hobbies . "Jules Verne"

TRAVEL/TRANSPORTATION

vacations: when/where/how . airlines/travel agents/hotels . calling/writing home . describing a trip

CONSUMER ITEMS/SHOPPING

how things look, smell, taste, sound . choosing/pricing clothing/household goods . preferences

PLACES/COUNTRIES

directions to a specific place . cities and countries . geographical locations . places in a community

TIME/WEATHER

time/weather expressions

HISTORICAL EVENTS

"The First Balloon Trip"
"The Flight of the Double Eagle II"

Book 4

PERSONAL IDENTIFICATION/RELATIONS WITH OTHERS

social customs . behavior . polite phrases . polite/impolite behavior . complaints . how things/people used to be . what people are like . preferences . possessions

CONSUMER ITEMS/SHOPPING

how things look, smell, taste, sound . choosing/pricing clothing/household goods . preferences

PLACES/COUNTRIES

directions to a specific place . cities and countries . geographical locations . places in a community

TIME/WEATHER

time/weather expressions

HISTORICAL EVENTS

"The First Balloon Trip"
"The Flight of the Double Eagle II"

Book 4

PERSONAL IDENTIFICATION/RELATIONS WITH OTHERS

social customs . behavior . polite phrases . polite/impolite behavior . complaints . how things/people used to be . what people are like . preferences . possessions

HOUSE AND HOME

special household items

EDUCATION/JOBS/BUSINESS

"Henry Ford" . "Clowns of America" . "Inventors and Inventions" . occupations/work activities

FREE TIME/SPORTS/ENTERTAINMENT

famous/favorite entertainers . kinds of entertainment . preferences

TRAVEL/TRANSPORTATION

travelling by train . specific countries/famous sites

SERVICES/HEALTH AND WELFARE

emergencies/community services . road signs/driving accidents . crime . illnesses

CONSUMER ITEMS/SHOPPING

types/quality of vehicles . car parts . fashions . buying on credit . mail-order catalogues/newspaper ads . speciality stores/items . material/design/appearance/price of things

TIME/WEATHER

weather conditions

HISTORICAL EVENTS

"The War of the Worlds" . "The Albatross" . "Amy Johnson, Pilot" . "The Great Train Robbery"

Book 5

PERSONAL IDENTIFICATION/RELATIONS WITH OTHERS

occupations . possessions . what people are like

HOUSE AND HOME

daily routines/household chores . household items

EDUCATION/JOBS/BUSINESS

work activities . job ads

FREE TIME/SPORTS/ENTERTAINMENT

interests/activities

TRAVEL TRANSPORTATION

vacations: where/when/how

SERVICES/HEALTH AND WELFARE

community services . illnesses . accidents

CONSUMER ITEMS SHOPPING

food and drink . clothing

PLACES/COUNTRIES

places to go in a community . cities and countries/bodies of water

HISTORICAL EVENTS

"The Land of Dreams" . "The Jonkers Diamond" . "John Henry"

Book 6

PERSONAL IDENTIFICATION/RELATIONS WITH OTHERS

names . ages . appearances . emotions . concepts/opinions related to diversity of life-styles/attitudes . concepts related to brotherhood/peace/the future . interests and activities . opinions . preferences . conformity/non-conformity

EDUCATION/JOBS/BUSINESS

employment/firing/unemployement . manufacturing/factories/products . business letters

FREE TIME/SPORTS/ENTERTAINMENT

concepts related to astrology/superstition/mental powers

SERVICES/HEALTH AND WELFARE

concepts related to technology/pollution/the future . opinion polls

CONSUMER ITEMS/SHOPPING

concepts related to money . how people manage money . shopping/stores

3. **Pedagogy**

1) Oral presentation of material
2) Taped presentation of material
3) Choral Work
4) Teacher-Student Practice/Student-Class Practice
5) Student-Student Practice
6) Written exercises based on material

Each unit is introduced to the students orally before they open their books. After the oral introduction, the teacher reads the material, or plays the tape recording once while the students listen first with their books closed and then a second time while following in their books.

After listening to an exercise, students practice repeating the material in chorus. They then get practice in silent and oral reading and interpreting picture clues as they work with their texts. Individual students may assume the role of the teacher. Students are then paired off, asking and answering questions, giving and receiving information. Follow-up or reinforcement activities can be in the form of written exercises based on the text material. In addition, the workbook contains exercises for written practice of previously learned material.

4. **Clientele:**

Not specified

5. **Equipment:**

Tape recorder (cassette or reel-to-reel)

6. **Special conditions**

1) Regular classroom
2) No particular schedule is specified
3) Between 10-16 students

7. **Teacher training**

A standard pattern for teaching each unit is outlined in each Teacher's Guide. Experienced teachers should encounter no difficulties in using the material.

8. Availability and cost

New Horizons materials may be purchased by writing to:

Édition du renouveau pédagogique

8955 boul. St-Laurent

Montréal, P.Q.

H2N 1M6

Student Edition	$ 4.15
Teachers' Resource Book	6.75
Workbook	2.05
Cassette Album	90.00
New Horizons in English (Picture show)	23.50
Guidelines for Testing	no charge

9. FLEXIBILITY

1) New Horizons can be adapted to different clienteles
2) New Horizons can be purchased on a per item basis if so desired
3) New Horizons is flexible enough to allow for only partial use of the material and/or for uses other than those suggested.

MODULE

English as second language: a modular approach

Patricia Brock
William Houghton
Oksana Hlodan
Odas White

Les Editions des Ateliers, Inc.
and Centre Educatif et Culturel

Montreal, 1976.

THE APPROACH

Module is an individualized approach to learning English as a second language which may also be used in the more traditional classroom setting. It is a structural method in which micro-graded syntactical elements are built upon. Behavioral objectives define linguistic performance for each structural element in Speaking, Pronunciation, Reading and Writing. Tests are included to measure attainment of each objective. New structural elements are introduced through a Presentation and Dialogue. Grammatical structure is dealt with in a cognitive section. A multitude of oral exercises for practice are provided, all with visual cues. Previously learned structures are constantly reviewed in further exercises. A conversation section provides for transposition of newly acquired elements. Activities for pairs, small groups and the entire class are suggested at the end of every section. Reading and Writing exercises serve not only to reinforce structures in beginning books, but take on an importance of their own very early. Module is constructed in such a way that students themselves can carry out, verify and evaluate much of their own work. For example, the terminal and intermediate objectives as well as instructions for tests are given in both French and English, as are all instructions in Book 1, thus making it possible for individual needs and pace of learning to be taken into consideration, whether the method is used in an individualized or a traditional classroom setting.

DESCRIPTION OF THE MATERIAL

Module consists of the following material:

Introductory Booklet
Tableau comparatif des objectifs des PPO et des objectifs de MODULE

Student's Books
Student's Workbook
Tapes
Tapescript
Slides

The Introductory Booklet is a bilingual description of Module for teachers. It describes in detail the different components of the method and explains every type of exercise found in a module, including those in the student's Workbook.

The Tableau comparatif is self explanatory, but it also indicates objectives included in addition to those of the PPO.

The Student's Book contains all the different sections related to the learning of the oral code, i.e. comprehension and oral expression. There are 3 modules per book, each module usually having four sections.

The Student's Workbook contains reading texts and exercises, writing exercises, diagnostic tests (one per module), and a correction key for both the exercises and the tests.

Tapes contain material for the following sections: Dialogue, Expansion Drills, Conversation on the Pictures, Words and Expressions, Pronunciation exercises, Reading texts (related to reading aloud),

and tests (comprehension and oral expression). Recorded material is available either reel to reel or as cassettes. Each level (6 modules) contains approximately 25 hours of recorded material.

The Tapescript is a transcription of the recorded material for use when oral exercises are conducted by the teacher without the aid of a tape recorder.

The Slides reproduce all of the illustrations which are used as cues in the oral exercises of the student's Book. Reproductions are available only as slides, not filmstrips.

PEDAGOGY

Each module usually has four Sections. At the beginning of each module the terminal objective for those sections is stated. The intermediate objectives, or those for each Section, precede the presentation of new material and define for the student, in both French and English, the new elements to be taken up in that particular Section. Objectives are stated for Speaking, Pronunciation, Reading and Writing.

The Presentation uses illustrations and examples to introduce vocabulary words, structural elements, and idiomatic expressions necessary for comprehension of the Dialogue which follows.

The Dialogue is an illustrated conversation of from 6 to 8 lines. The student first listens, looks at the illustrations, and sees the written dialogue. In a second step, the dialogue is repeated without

the aid of the text. The student then takes the role of the second character and must answer the first. A fourth step then permits the student to ask the questions of the first character.

Sentence Building offers a cognitive approach to grammar. Structures previously introduced in the Dialogue are treated and the goal is a clear understanding of those structures and the transformations they may undergo. For each part of Sentence Building the student should be able to answer the question "What have you observed?" To do this the student may express him/herself freely in the mother tongue.

Expansion Drills for reinforcement of structures follow Sentence Building. These are exercises based on questions aimed at a specific response on the basis of visual cues. In order to answer a question the student must understand the question, identify the visual stimulus, and answer using a key structure from the Dialogue. All Expansion Drills are based on visual stimuli. Some new vocabulary, but never a new structure, may be introduced through these exercises.

Conversation on the Pictures provides an opportunity for controlled conversation. The student must answer a series of 10 to 25 questions based on illustrations. This exercise may incorporate any structure previously learned as well as structures from the particular Section.

Words and Expressions is a vocabulary expansion exercise which draws heavily on words common to both French and English and vocabulary common to both cultures.

Each Section has a Pronunciation exercise. These exercises take into account the specific pronunciation difficulties that Quebec francophones must overcome in learning English. These exercises take three forms: the student listens to phonetic oppositions; s/he must discriminate one sound from another; s/he must then listen and repeat paired words and/or sentences.

Conversation is an illustrated dialogue that parallels the introductory Dialogue, but key words are omitted in the text. Students work in pairs to discover the possibilities for filling in the missing words and then practice and role play their dialogue.

Activities are suggested in every Section for student work in pairs as well as in larger groups. These Activities are based on the context and areas of interest suggested by the lingustic framework of each Section.

Additional activities come under the heading Brainstorming, an exercise intended to allow students to express themselves freely in English on a given subject. This activity usually takes the form of listing possibilities given by the student, classifying them, discussing them, and drawing a conclusion. Recourse may not be made to the mother tongue.

A corresponding module in the student's Workbook contains a Section for Reading and Writing. Reading is treated in four different types of exercises:

Reading Comprehension offers a text followed by questions to verify comprehension.

Vocabulary Building is an exercise dealing with new words introduced in the Reading Comprehension passage.

Sound-Word Correspondence is an exercise to help the student recognize and produce the correct oral interpretation of the written word.

Reading Practice contains written texts which are also recorded on the tapes.

Writing exercises deal with spelling, grammatical exercises and composition.

CLIENTELE

Module was conceived and written for Canadian francophones and is Canadian in context. Place names and social/cultural situations are Canadian. Structures which differ most from French are dealt with in more depth than those that differ only slightly. Vocabulary which is recognizable to most North American francophones is heavily exploited. Pronunciation exercises treat problems specific to Quebec francophones.

Module is directed to students at the adult and secondary levels. The seven books correspond to four levels: AS 102, AS 112, AS 122, and AS 132 of the Programme Par Objectifs of the Ministry of Education.

EQUIPMENT

The most basic piece of equipment for the use of Module is the tape recorder. Although a transcript of the tapes is available, it is doubtful that a teacher (or students) would wish to do such a vast number of exercises without the aid of a tape recorder. Since all of the pictures reproduced as slides appear in the Students' Books, a slide projector is recommended but optional. The remaining question concerning equipment is the quantity required. If used in a traditional classroom setting, the teacher could manage with a single tape recorder. Schools which wish to offer an individualized approach would need either a number of tape recorders, fewer tape recorders with jacks and earphones for students, or could possibly use a language laboratory. The amount of equipment required will depend, therefore, on the type of course offered.

SPECIAL CONDITIONS

If used in the traditional classroom setting, Module requires no special material requirements. Should it be used in an individualized approach, that approach should be well defined in terms of regular schedules of contact with the larger group, including the teacher. Equipment, books, and tapes would have to be made available for student use at rather irregular intervals. Easy access to a fully equipped and staffed language laboratory would simplify such problems to some extent. The greatest obstacle to individualized courses seems to be difficulty of organization.

TEACHER TRAINING

All language teachers should know how to operate tape recorders and slide projectors with ease. In cases in which a language laboratory is available but not staffed, a technician could easily explain the operation of the console to the teacher, who might then operate it him/herself.

As in the case of any method with which a teacher is not familiar, an in-service training course would be of value to teachers using Module for the first time. The Centre Educatif et Culturel has previously offered such workshops where numbers warranted. Interested parties should contact Ms. Leena Sandblom at the Centre Educatif et Culturel for further information. However, experienced teachers who examine the method carefully should recognize within it such basic concepts as presentation, reinforcement, and transposition and be able to work with the method without unusual difficulty.

AVAILABILITY AND COST

Module is available from

Centre Educatif et Culturel
8101, boul. Métropolitain
Montréal, P.Q.
H1J 1J9

Tel: (514) 351-6010

The following prices are in effect as of September 1981:

Introductory Booklet	Free
Tableau des objectifs	Free
Level 1	
Book 1	8.25$
Workbook 1	3.25
Tapes 1	200.00
Cassettes 1	200.00
Slides 1	110.00
Book 2	8.25
Workbook 2	3.25
Tapes 2	200.00
Cassettes 2	200.00
Slides 2	110.00
Transcript 1-2	10.00
Level 2	
Book 3	8.25
Workbook 3	3.25
Tapes 3	200.00
Cassettes 3	200.00
Slides 3	110.00
Book 4	8.25
Workbook 4	3.25
Tapes 4	200.00
Cassettes 4	200.00
Slides 4	110.00
Transcript 3-4	10.00
Level 3	
Book 5	8.25
Workbook 5	3.50
Tapes 5	200.00
Cassettes 5	200.00
Slides 5	110.00
Book 6	8.25
Workbook 6	3.50
Tapes 6	200.00
Cassettes 6	200.00
Slides 6	110.00
Transcript 5-6	10.00

Level 4

Book 7	8.25$
Workbook 7	4.25
Tapes 7	200.00
Cassettes 7	200.00
Slides 7	110.00

FLEXIBILITY

Because of the large amount of recorded material based on visual cues, Module lends itself to use in the language laboratory whether or not it is used as the basic tool of the classroom. It is easy to find specific exercises for drilling a certain structure, and Expansion Drills provide quick pace for practice. Such work in the language lab requires use of the books in conjunction with the tapes, since all the cues are visual rather than verbal.

IN TOUCH

A Beginning American English Series

Oscar Castro

Victoria Kimbrough

Longman/IMNRC, New York, 1979

1. **The approach**

In Touch is intended to be a text with a functional approach. With this intention, it uses devices such as those of texts which predate it, notably an episodic story with individual characters living in a large city, New York, and a similar series of exercises in each chapter

Since the authors cannot know the needs of each student, the text has been planned to meet those needs to be common to all beginners, such as identifying youself, describing a person and locating a place. More complex versions of these functions and others presented early in the series are spiralled into subsequent units; any addition or subtraction of topics, functions or chapters must take this into account.

Practice exercises are to be done at the students' own speed. The oral work is done in pairs. When structures are taught, their communicative function is emphasized more than their grammatical structure. They are placed in a context by appearing in a long conversation, between characters, which begins each unit. These conversations are not for memorization and contain linguistic elements meant for passive recognition only.

The conversations and other items have been recorded on tape in a notably unforced, realistic style. Familiar pronunciation features are included, such as the blending of final /d/ and initial /y/ to produce /d / (as in "would you"). Social items appearing in these conversations, such as how to compliment a hostess, are pointed out after the printed text.

Authentic-looking documents appear in sections designed for reading. Generally, they are not real, and follow the conversation's story line. Lessons are illustrated with photos and maps of New York, and cartoon-style pictures of the characters in which some of the language taught appears in word balloons.

All characters appear in situations which relate to the lesson topic. In the one on self-identification, some of them register at a language school. However, their recorded pronunciation is perfect. Given this implausibility, the fictitious episodes seldom enforce their form on the functions taught.

2. **Description of the material**

In Touch is offered at three successive levels from beginners to low intermediate. Each level includes a student's book, a teacher's book containing a half-size reproduction of the student's with suggestions for its use, a cassette pack and a workbook. The texts contain 14 units, 2 of them for review, intended to be taught in 3 to 5 hours each (total 36 to 60 hours). The teacher's book also contains tests, tapescripts and indexes.

CONTENT SUMMARY

In Touch I

Unit 1

a) Title (topic): Nice to meet you.

b) Functions (partial list): greetings, introductions, asking and giving information, apologies.

c) Structures (partial list): Hello; Tony, this is Al; Nice to meet you; Where are you from; Excuse me.

Unit 2

a) What's you name and address?

b) Asking, giving information; agreeing, disagreeing.

c) What's you telephone number? My address is 688 Columbus Avenue; That's right/wrong.

Unit 3

a) What do you do?

b) Asking/giving information.

c) What's his name? I'm/Are you a secretary? I don't know.

Unit 4

a) Hey'. That's my book.

b) Asking for information, identifying, expressing uncertainty, apologizing.

c) Is this you book? Yes, it is. I think he's from Brazil. I'm sorry.

Unit 5

a) Here are some pictures of my family.

b) Asking, informing about families and spelling.

c) What does your father do? How do you spell (e.g. Smith)?

Unit 6

a) Do you have any brothers and sisters?

b) Identifying, informing, asking about families.

c) Who's that? How old are your brothers and sisters? I have two brothers. One's twelve and one's fourteen.

Unit 7

a) Is there a bank near here?

b) Asking, giving locations.

c) There's one on the corner of Fifth Avenue and Eighth Street.

Unit 8

a) Where's room 306?

b) Offering help, asking/giving locations, thanking.

c) Can I help you? Where can I buy a map? Thank you. You're welcome.

Unit 9

a) Let's get something to eat.

b) Asking/telling time, suggesting, refusing.

c) (unit title) That's a good idea. I'm sorry, I can't. I have to meet someone. It's 7:30.

Unit 10

a) What would you like?

b) Ordering food, taking an order, asking prices.

c) Could I have some french fries? How much is a glass of milk?

Unit 11

a) What do you do in your free time?

b) Asking/saying where one lives, personal questions.

c) Where do you live? On West End Avenue. Who do you live with? Don't you ever get lonely?

Unit 12

a) What kind of movies do you like?

b) Inviting, discussing likes and dislikes, frequency.

c) Would you like to play tennis sometime? Who's you favorite actor? How often do you go to the movies?

In Touch 2

Unit 1

a) I'd like you to meet Grace Richards.

b) Introductions, personal information, time, leave-taking.

c) How long have you been here? For about three months. Do you know what time it is? I've got to go. It was nice to meet you.

Unit 2

a) What's the matter?

b) Talking about sickness, suggestions, requests.

c) I don't feel very well. I hope you feel better. Why don't you/Maybe you should see a doctor. I'll be OK. Could you give this note to Mr. Chapman?

Unit 3

a) Did you have a nice weekend?

b) Asking/informing about the past, opinions.

c) Where were you last Friday? I went to the Bears' game. I was sick so I didn't come to class. How was the movie? It was kind of boring.

Unit 4

a) Where did you go?

b) Talking about the past, suggestions.

c) I went sightseeing. Why don't we go to Chinatown? I can't next weekend.

Unit 5

a) How do you like your apartment?

b) Opinions, descriptions, compliments.

c) What do you think of Rose? I really like her. What does he look like? He's tall and fat. That's a beautiful dress.

Unit 6

a) I lost a sweater the other day.

b) Needs, prices, lost and found.

c) I need a desk. How much are they? Where did you find it?

Unit 7

a) I'm having a party. Would you like to come?

b) Invitations, permission, requests, offers to do something.

c) I already have plans. Do you find if I bring a friend? Could I borrow your stereo? Do you want me to bring some records? No, I don't think so.

Unit 8

a) How've you been?

b) Offers, requests, apologies.

c) No, thank you, I don't smoke. Do you have any orange juice? I'm sorry I'm late. Don't worry about it.

Unit 9

a) How do you get to work?

b) Talking about transportation and habits.

c) How long does it take you to get to the airport? I always play tennis on Saturday morning.

Unit 10

a) What are you doing?

b) Telephone conversations and messages, talking about the present and future.

c) Is Tony there? He's busy right now. Can I take a message? What are you doing? What are you going to do later?

Unit 11

a) What are you going to do?

b) Invitations, personal problems, sympathy.

c) That sounds like a good idea. You look worried. Is anything wrong? I lost my job. That's too bad. I'm sorry to hear that.

Unit 12

a) What's the matter?

b) Feelings, suggestions, locations, directions.

c) What's the matter? Oh, I'm just depressed. How do I get to the New York News? Take the subway to 42nd Street.

In Touch 3

Unit 1

a) My name's Keith Macdonald, but everybody calls me Mac.

b) Introductions, personal information, opinions.

c) Where do you go to school? How do you like studying at Columbia? It has a really good engineering program.

Unit 2

a) Do you know where the Citicorp Center is?

b) Asking for and giving information about meanings/locations/how to do something, requests.

c) Do you know what "g-d s-a-l" means? It probably means "good salary." Could you teach me how to cook some Brazilian dishes sometime? I'm sorry, but I don't know how to cook.

Unit 3

a) It was awful, wasn't it?

b) Opinions, asking for confirmation and agreeing/disagreeing with opinions, talking about the present and immediate past.

c) What are you doing? I was just watching TV. I think he's a fantastic actor. Oh, I don't know. I thought it was pretty good. Yeah, it was awful.

Unit 4

a) What's Maria like?

b) Invitations, offers, hesitating, descriptions.

c) Tomiko and I are going dancing. Why don't you come with us? That sounds like fun, but I already have plans. She's a terrific dancer and she's really funny.

Unit 5

a) It's hot in here isn't it?

b) Confirming an opinion, agreeing/disagreeing, locations.

c) Yes, they really are. Oh, I don't think so. Could you tell me where the ladies' room is?

Unit 6

a) I wonder if Mac likes to play tennis.

b) Opinions, talking about the future, asking/giving information.

c) Mac's nice, isn't he? I'm planning to go to Washington for the weekend. I know he and Tony play tennis sometimes.

Unit 7

a) Do you think you'd like to live in Washington?

b) Saying how you feel, suggesting, opinions, comparing, reporting speech.

c) I'm exhausted. So am I. It's a lot cleaner than New York. Michiko says Washington's changed a lot lately.

Unit 8

a) Is there anything I can do?

b) Talking about problems/plans/the immediate past, sympathy, offering help, making a reservation.

c) I just talked to my mother. I hope it's not serious. Is there anything I can do? I'd like to make a reservation to Rio de Janeiro for tonight. When are you going to go?

Unit 9

a) Did you hear about Tony's father?

b) Asking if one knows something, asking/informing about the past, giving opinions.

c) What happened? He had a heart attack and Tony had to go back to Brazil. When did he leave? It's a good thing he was home when his mother called.

Unit 10

a) Have you decided what you're going to do?

b) Offering and accepting sympathy, asking if one's made a decision, uncertainty, requests.

c) I'm really sorry about your father. I guess I'll stay here for a while. Could you do me a favor? Sure/Of course/certainly.

Unit 11

a) I was wondering if you'd like to have dinner.

b) Apologizing, possibility, asking about past and future, inviting.

c) I forgot to give Tomiko that book. I might spend the day with some friends. Have you written to Tony yet? What are you doing for Thanksgiving?

Unit 12

a) Thanksgiving's my favorite holiday.

b) Personal information, asking for clarification, opinions, compliments, saying goodbye.

c) How are things going at school? Oh, really? Everything is really delicious. I had a wonderful time. I enjoyed it too. Let's get together again soon.

3. Pedagogy

The first item in each chapter is a longish conversation or, in the later books, a reading text perhaps in letter form. The best presentation of this takes advantage of the recorded version. Students listen several times, then answer a few yes/no comprehension questions. They may then repeat certain items (the recording highlights pronunciation features, after the conversation) and repeat or role-play the whole dialogue if interested. Alterna-

tively the first item can be read by the teacher or students; suggestions about this appear in the teacher's book next to the exercise concerned.

The practice exercises which follow appear in the form of models taken directly from the conversation. Students can vary information used in the conversation, so as to adapt these exercises to themselves. Each practice exercise is a brief pair exchange centred around the functions taught in the chapter; there are about four such exercises. Options are given, where necessary, to provide opportunities for truthful exchanges, so a student can reply, for instance, "I don't have a phone" unless he or she wants to give a fictitious number.

Grammar notes are given where appropriate, to make sure students notice general features - such as the omission of the indefinite article before plural nouns (the teacher may wish to give further explanations, examples and practice of these points). Vocabulary notes supply additional items for the practice exercises, but students' questions would present the best opportunity to adapt the course to their specific needs, and the authors encourage this, suggesting translation when appropriate.

During pair work, students are asked to practice functions by adapting the forms given to their personal needs, getting help with this when necessary. At this time the teacher moves from pair to pair, listening, answering questions, and helping with important pronunciation difficulties. The teacher must move fast in order to help all students in a given session.

A section called "Expansion" follows the oral pair work session. It contains reading, writing, listening-for-specific-information and further oral pair work. Here new contexts for preceding functions, grammar and vocabulary may appear, and new items may be shown for recognition only. Reading and writing exercises appear as letters, newspaper articles about the characters or other fictitious people, adve tisements and application forms. Many appear as if handwritten. In this section students may be asked to read in order to find out meaning from context, to interpret or to find specific data. Writing practice includes spelling and punctuation exercises. Grammar work may have students fill in correct forms of verbs or articles, in context. Multiple choice items are frequent.

The next section in each chapter is called "How Much Do You Know," and offers students a chance for self-evaluation. They complete a conversation from multiple choices after a given first sentence, then do a pair exercise which has them choose the right rejoinder from two options once thay hear their partner's choice, thus building one of two possible conversations. Finally there is a multiple-choice find-the-answer exercise which can be done individually or in a group, orally (using tapes) or not.

A summary for review ends each chapter. It contains a list of functions and the forms of these taught in the chapter, as well as graphic illustrations or grammatical relationships, and vocabulary items.

Review units set up along the same general lines as the lessons are placed after the sixth and twelfth chapters. Few new items are introduced here. In the teacher's manual, which otherwise parallels the student's book, mid-term and final tests appear after the last chapter. These use a variety of question

forms, all with multiple choice answers, and may be duplicated for class use. An oral comprehension section (taped) is included. Indexes of functions, grammar and vocabulary taught in the course appear last.

The workbook gives practice largely in grammar, and contains a removable answer key.

The cassette recordings include, for each chapter,

- a reading of the Conversation, with appropriate sound effects and ambient noise for the setting,

- examples of pronunciation points highlighted in the conversation, e.g. intonation of yes/no questions,

- a second appearance of the conversation, and the oral practice exercises, both recorded with pauses to allow students to repeat,

- a listening comprehension exercise, mentioned above as part of the "Expansion" section,

- cues for the third item in the Expansion section, a multiple-choice exercise called "Circle the Answer,"

- an exercise called "Further Practice" which is printed only in the Tapescript section of the teacher's book. This repeats in variant versions the functions and grammar of the unit, and requires students to respond to recorded examples. As well, the tapes include:

- readings of the conversations from the review chapters,
- the oral comprehension items from the two tests. All directions on the tapes are given in English to the students.

4. **Clientele.**

The authors intend that students relate their own experience and tastes to those of the characters who appear in each chapter. Many of these are Hispanophone; all have near-perfect accents and live in New York, at least while studying English. Ages differ, but most are young adults. Some seem to be well off; others work part time, share apartments or live with family members. Not all are happy or outgoing. As models, they are different enough to provide most younger adult students with someone with whom they can identify.

That identification with the characters should not depend too much on students' literacy levels seems to have been provided for by the cartoon-type illustrations. The course is not suitable for analphabets. Some ability in personal self-direction is necessary if a student is to take the active role in, for instance, building vocabulary, which the functional oral work demands.

An interest in New York City would be an asset in using In Touch.

The authors suggest 36 to 60 hours be taken for each of the three books. Speed here depends obviously on the teacher's choice of supplementary work, and students' ability.

5. **Equipment**

Only a cassette recorder is necessary in a classroom where In Touch is used.

One of good quality would be an asset, especially since the recorded conversations are complex, detailed and do not concede to learners in rhythm, articulation and structure.

6. Special Conditions

The method has been used with success in regular, semi-intensive and intensive schedules over 90 hours, although the first two schedules in particular may demand the use of other exercises, especially role-playing, to vary the class rhythm and encourage independent practice. In larger groups a monitor or second teacher is very valuable in the pair oral work. In this the teacher has to find a little time for everyone, and may be hard pressed if the group numbers as many as twenty.

7. Teacher training

The teacher's book gives step-by-step instructions on using In Touch in class. The general introduction to the teacher's book does not give a sufficient grounding in the functional or communicative approach, referring to it in the most general way: "The functional approach means different things to different people." (p. ix, teacher's manual 2). However, a teacher using In Touch for the first time, without having read, say, the introduction to L.G. Alexander's teacher's book for Mainline Beginners A should still able to give a satisfactory course based on experience and the In Touch teacher's manual.

8. **Availability and cost**

In Touch is available from Didacta, 2155 Guy, Suite 100, Montreal, Quebec H3H 2L9; telephone (514) 931-0707. Prices are as follows:

Student's books 1,2,3,	$ 7.95 each
Teacher's books 1,2,3	$ 7.95 each
Cassette packs 1,2,3	$37.95 each
Workbooks 1,2,3	$ 3.95 each

9. **Flexibility**

Young, ambitious adults correspond to the role models offered in In Touch, but older students have used the book with success. The functional approach is by no means limited as to clientele; the young adult target group is the choice of the text's authors and publisher (limited freedom from a text and teacher is a measure of success from the beginning, for a student in a functionally-based course). Frequent excursions from the text need to be make in order to deal with students' individual needs.

A class could conceivably work with only a part of the material from the text, including reading and writing exercises taken from sections appropriate to a given group's level of progress. The tests could be used alone provided the students had experience and instruction in answering the type of question used. The most valuable part of In Touch for independent use is the Conversation from any given chapter, and particularly the recorded version of it. In this case one would want primarily to accomplish listening comprehension goals.

If there is a negative result to the authors' choice of a serial, episodic form for each lesson, following the fortunes of fictitious characters, it is that some readers will feel that the story occasionally imposes its form on the lessons taught. This is to say that the value of the functions presented may be more apparent in the context of the story than in that of the lives of those taking the course. In Unit 10 of In Touch 3, for instance, the class is asked to practice offering sympathy to a bereaved friend, then ask about the friend's plans. Many groups would prefer this item to be offered as an option.

The authors of In Touch have chosen to use their own view of functional methodology in the text. The chapter form of each unit has allowed them to place strong emphasis on listening comprehension, and offer a valuable tool in the taped materials, especially the Conversation. However, opportunities to experience English beyond the context of the text, are missed in In Touch. Although exercises are imaginative and varied, each unit employs the same types and order of presentation, no matter what the item being taught. Actual realia seldom appear, though the inclusion, for instance, of an extract from the novel Shogun shows the authors have taken considerable trouble to keep the book up-to-date. There is no improvised role-playing, either. Thus some students of In Touch may find, with the 36 fold repetition of the same unit form, that their attention has become more directed to the text, with its topical photos and lively artwork, than to the actual use of the language. For this reason, In Touch alone may not offer sufficient challenge to the really able and motivated student.

Given this, In Touch remains a well-planned, complete and internally consistent method. A teacher using it would find it covers all the early-level items of structural approaches which predate the course, and then some; and further, that it does encourage students to look at English as a language to be used.

MAINLINE BEGINNERS A AND B

L.G. Alexander

Longman Group Limited, London, 1978

1. **The approach**

This text, by the author of many ESL/EFL texts, is very consistently functionally oriented; many aspects of its methodology are unique. It is specifically based on the Council of Europe specifications published in Waystage (Beginners A) and The Threshold Level (Beginners B), which define learning objectives in terms of communicative needs. Alexander was a consultant to these documents, which first defined the syllabus of "functional-notional" or " communicative" approach to language learning.

Here are a few textual elements. There are many taped listening comprehension exercises (unavailable in Canada), intended to prepare a student to understand more language than he or she is able to produce. These exercises demand both listening for specific information contained in a passage, and listening for gist. Many items of realia are presented, including maps, advertisements, timetables and Schedules. These are reproduced in their original form, not altered to make them easier to read. The form of each exercise is carefully adapted to the point taught; thus pair work on adjectives in presented along with a Guide Michelin-type printed comparison of restaurants. The teaching units are organized into chapters titled according to a general topic of value to beginners, such as About You (personal identification), Can I ...? (permission and requests), and When (points of time). Within these groupings many functions, and all four language skills, are practised. As a final example, the text demands that students improvise for language practice a great many short role-playing situations, as soon as the structures necessary to do this have been learned.

2. **Description of the material**

The text consists of a teacher's book and a student's book for each (A and B) version, and test packages and tapes for each. These last two items are not available in canada. The teacher's book does not duplicate the content of the student's, but follows it exactly, giving detailed comments on the use of each item, along with tapescripts and texts which cannot be printed in the student's version. In addition, the first sixty pages of the Beginners A teacher's book supply an introduction to functional methods which would be extremely valuable to any teacher, and indispensable to anyone using this text.

The student's book in both versions has three parts. The first deals with the skills of understanding and speaking, the second with grammar and writing, and the third is an illustrated reader containing one complete story. All three parts are cross-referenced so that the student moves between them as the text directs; the first part is the longest.

Beginners B is intended to be taught after Beginners A. Each book contains twelve chapters in each of the first two of the three parts. The chapters are

1. (Beginners A): About You - the identification of self
   (Beginners B): the same, including ideas and attitudes as well as facts.
2. A: Yourself and others - the identification of other people, including greetings and introductions
   B: the same, including reported facts and speculative information
3. A: Please... - requests, offers, suggestions, permission, possibility
   B: the same - requests, offers, intentions, suggestions, plans

4. A: Finding the way - directions, locations, transport, distance

   B: Getting about - directions and modes of transport.

5. A: Can I...? -possibility, prohibition, necessity, ability, desire to do things

   B: You should... - warning, advice, instructions, invitations

6. A: Where? - location, where people and things are and have been

   B: Where...? - general and specific information about place

7. A: When - points of time, general and specific reference to future and past

   B: When? - references in itineraries, history, when referring to duration, occasion and period.

8. A: Describe it - information about things, substances and conditions including quality and measurement

   B: the same - including comparisons, appearance and reality, places, events and aspects of life.

9. A: I like... - likes, dislikes and preferences general and specific, including past reference.

   B: the same - qualities of people and things, specific experiences in the past.

10. A: I want - availability, possession, wants and needs; exact and general quantities, comparatives, lending

    B: I want - general and specific (clothing, accommodation) wants and needs

11: A: Doing things - actions present, past, future

    B: the same - narrating, reporting, predicting (also with modals)

12: A: Getting things done - direct and indirect requests

    B: the same - emergencies, urgency, causative past, present and future

The above is a condensation of the Tables of Contents.

Four appendices complete the student's book. The Active Appendix provides the information students need to do exercises in the first two parts of the book. Such information includes irregular verb forms, points of time (yesterday, the day after tomorrow) money and more; this appendix in Beginners B also gives a list of adjectives from Beginners A.

The second is a reference appendix which gives background information, including international clothing measurements (Beginners A) and school levels within the educational system (Beginners B). The third appendix supplies the lyrics for the original songs used in the text and recorded on the (unavailable) tapes. A graphic key to common and useful English intonation patterns last appears.

3. Pedagogy

The teacher's books for both Mainline Beginners A and the more advanced Beginners B follow the student's version very closely, giving detailed information and instruction on the presentation of each exercise. The aim in writing them has been, among others, to reduce teacher preparation time; the teacher can count on getting answers to almost all questions on pedagogy from the manuals.

In addition to the specific information on individual exercises given in the teacher's book, the introduction (pages 1-60) to the teacher's book for

Mainline Beginners A provides a good introduction to the principles involved in functional methodology.

Mainline relies for the form of its presentations and exercises on the ideas being taught. Thus although there is a logical sequence to study items, the twelve chapters do not offer them in identical order of types. For example, the first few exercises in Unit 2 (Youself and others) of Beginners B are as follows. All deal with reported facts.

2.1 Language in context/About you; interviewing and reporting, present and past. Student 1 interviews S2 and reports to S3, asking such questions as "What's your name?" "Where do you live?" "Where were you born?" Models are given of exchanges in (1) present and (2) past, according to this rubric. The teacher's book entry suggests a presentation and conduct for this exercise, and gives vocabulary and grammar notes for "say" and "tell" and for deleted relative "that" in reported speech.

2.2 Complete and practice; S1, as an 'Official,' interviews S2, 'Everyman', and records the information on an interview sheet made up of sentence "stubs" like "His/Her name is ...." and "His/Her three favourite subjects at school were ...." S1 then reports the information to the class, referring to two footnotes which provide sentence styles for (1) objective and (2) personal reporting. Members of the class may take notes on the presentation and ask questions such as those of given examples; a summary of the technique involved in reporting speech is supplied; and students are referred to the corresponding entry in the

Grammar and Writing section. Here they find study material on indirect statements in present and past, on sequence of tenses and on the use of "say" and "tell".

2.3 Pronunciation/intonation; students listen to a taped segment and identify the sentence of reported speech which conveys doubt by its fall-rise tune.

A symbol indicates that these first three exercises are taped. The teacher's book entry provides information on grammar and vocabulary, realia, and presentation and conduct of 2.2 and 3, as well as a tapescript for 2.3; and there is a suggestion for home study.

2.4 Improvisation/About you; You, S1, and Stranger, S2, are going through Immigration. S1 interprets for S2 to S3, an Official, providing personal information in response to questions and requests. Students are referred to an entry in the Grammar and Writing section. This gives ten sentences for completion with the correct form of "say" of "tell", which the teacher's book suggests for homework, giving an answer key, and back references to relevant previous exercises.

2.5 Students read a section of a handwritten letter and (1) simultaneously report its contents to a friend, (2) simultaneously translate/interpret it for a friend who knows no English, (3), report it verbally from memory to an English speaker.

Students may, in a given chapter, do a listening exercise which demands that they note specific information, then improvise a realistic situation within given limits. A listening-for-gist exercise may follow, then a reading and

question-answering one from the Reading section, followed by an audio-lingual presentation with a grammar study reference. There is no fixed order within a chapter, though those which are freer or more relaxed ones often appear after those which demand concentrated study on the same given theme.

Many exercises are illustrated with small but clear and expressive black and white drawings. Others include realia such as calendars, clothing labels and application forms, real or improvised. The writing section includes typed and handwritten letters of many kinds. The reader is very fully illustrated with black and white drawings. Grammatical terms are used in the student's and the teacher's book to make meaning and structure clear. Each of the twelve chapters groups from 20 to 50 short and quite concentrated exercises.

4. **Clientele**

The course is designed for young adults aged 14 and over. Apart from this, Alexander laconically describes the target group as one by whom all necessary explanations have been understood, so that students can participate actively in the exercises.

The course has been planned for all levels of ability, slow or fast, by using a lot of pair work. In this setup learners may be matched with others at the same or a different stage in order to achieve various pedagogical objectives. The final goal has not been defined in terms of fluency, on the principle that just as not all drivers want or need to know how to race, not all language learners aim for a superior level of proficiency. Students are thus anticipat-

ed from various backgrounds, among them those who must, for instance, use English as a lingua franca for international business dealings with others whose second language is English.

Textual features of this widely-targeted approach include the use of sexually ambiguous names like "Pat" where one would normally appear in the utterance being studied. These names have no character or story attached, the aim being to have students supply their own references. Fictitious characters are presented in the reader, part 3 of the student's book.

Students using Mainline must want, need or at least have no objection to learning the British rather than North American versions of many utterances, especially those of lexical items, though social, historical and geographical features are affected also.

5. Equipment

No special equipment is needed to teach Mainline Beginners, especially since the tape recordings are not available.

6. Special conditions

There seems to be no argument for using Mainline Beginners on a 15 hour-a-week over a 6 hour-a-week schedule, other than that the former is often more effective than the latter in any case. The ideal number of students per group would vary according to the approach used. A class of students at

similar levels could follow the teacher and tape (if one were available) step-by-step; another group of students at different stages might use headphones and several copies of the tape to work on an individualised basis. In both cases, the teacher needs to explain and supply notes and corrections for each exercise before the students begin it and after they have finished. Each version is intended to be taught in 90 hours.

7. Teacher training

A close reading of the introduction to the Mainline Beginners A teacher's book is the best possible preparation for teaching Beginners A or B; it should be noted that this introduction applies to both. Indeed, this reading would be a fine preparation for any functional-notional course. There is much information to absorb here, and a follow-up in which the methodology and principles described are put into practice would be useful, but is not essential.

8. Availability and cost

Mainline Beginners A and B can be bought from Didacta, 2155 Guy, Suite 100, Montreal, Quebec, H3H 2L9. Telephone (514) 931-0707. Prices are as follows:

Student's book (A or B)	$11.95
Teacher's book A	$22.95
Teacher's book B	$19.95

The test packages and tapes are not available.

9. **Flexibility**

To adapt this method to North American usage would require changing British contents as well as lexical items. Two ways to use this method in such classes, then, would be either to re-write the method (and tape it) for them, or frankly to teach them European English. Most North American anglophones understand and enjoy the British style of the language.

If a decision is made not to commit a class to the method, it still represents a most up-to-date source of methodological reference, noting functions and grammar points and essential distinctions for learners, giving exercises of all sorts for an extensive variety of goals. Its density makes it a lengthy but rewarding study. Teachers can use it confidently as a source book and example.

The structure of Mainline Beginners is such that it cannot be easily adapted to teach the Ministry of Education PPO. Its methodology is quite different from that of the PPO Teaching Activities, and the Ministry examination question style is foreign to it, particularly in the oral comprehension section. Indeed, the goals of the two approaches are different. However, items from Mainline could be used in a class to teach most PPO objectives at least partly, at a teacher's discretion.